**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 4Topic 4-1 Dividing Multiples of 10 and 100** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Cumulative Review:*  *Review Multiplication by 10’s 100’s and 1000’s.*  *-Stress that when multiplying by 10 the place value will move one place to the right (increasing the place value) by 100 two places to the right, etc. Recognizing the pattern. Use place value blocks showing 6 tens is 60, 6 hundreds is 600, etc.*  *-Then ask them to think about what would happen if the product was reduced by a multiple of 10’s or 100’s instead of increased.*  *Problem of the Day:*  *You and your two friends have just won $15,000 on America’s Funniest Home Videos for your video of you using a \_\_\_\_\_\_\_\_\_\_\_\_\_ for a sled. Using simple multiplication facts you know, figure out what each persons share would be?*  *e.g. How would knowing 3x5=15 help?*  *Have students journal their thoughts and ideas throughout this process.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  New Words: Divisible, Divisor, Quotient  Review Words: Commutative, Associative, Distributive Properties, Multiples, Mental Math, Place Value.   1. How will you explicitly teach new vocabulary?   Write the words Dividend ÷ Divisor = Quotient on the board. Then have them write it in their math journal.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Have a student play the part of the dividend wearing a red sign (He is the money in the bank.). Student 2 plays the part of the banker wearing a green sign. He divides up the money (the divisor). Student three wearing a blue sign showing how much is in each person’s share. He is the answer/quotient. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on) See Pearson p.84-b*  *Review: Multiplication of Multiples of 10’s, 100’s, and 1000’s and how they use mental math to find the products.*  *Compare multiplication to the division process of 10’s, 100’s, 1000’s.*  *Create a chart e.g.:*  *30*÷ 6=5  300÷6=50  3,000÷ 6= 500  30,000 ÷ 6= 5,000.  Is there a pattern? What is the pattern? What do you think the next step in the pattern would be? What if you increased the dividend 6 more zeros? Is it always true? (10÷ 5=2, …no) | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  On the board, using a black marker write a simple mathematical problem e.g. 54÷ 9=6. Below that, write the same equation only adding a zero to the end of the dividend with a red marker. You will write the quotient using a black marker for the 6 and a red marker for the zero. Continue having the students make the chart using the red marker for the zeros and black for the numbers.  e.g  54÷ 9=6  540÷ 9=60  5,400÷ 9=600  Watch Pearson Learn Video for 4-1. Have the students interact with the video.  Complete Guided Practice with students. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students complete 4-1 #18-35 all. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Administer the 4-1 quick check to the students. Also walk around during independent practice and check for verbal and written understanding. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Based on the quick check, level students into on-level and advanced groups to play the “Clip and Cover” center activities 4-1. | |
| **HOMEWORK** | |
| Assign practice master or enrichment master based on the results of the quick check. | |